

***ARLINGTON PUBLIC SCHOOLS***

*In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:*

***Arlington School Committee  
Curriculum Instruction Accountability and Assessment  
Tuesday, October 10, 2017  
5:30 PM***

*Arlington High School  
School Committee Room  
869 Mass Avenue, 6th Floor  
Arlington, MA 02476*

*Public Participation*

*Approval of draft minutes 1/21/2017*

*ACE Program at Ottoson Middle School  
Kindergarten Teaching Assistants*

*New Business*

*Adjournment*

*The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.*

*Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.*

*Submitted by Paul Schlichtman*



## **Town of Arlington, Massachusetts**

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**Approval of draft minutes 1/21/2017**

**ATTACHMENTS:**

Type	File Name	Description
▣ Minutes	CIAA_SUBCOMMITTEE_012117.docx	CIAA 01 21 2017

CIAA SUBCOMMITTEE  
Draft Minutes  
January 21, 2017

Present: J. Thielman, W. Hayner, P. Schlichtman (chair)  
Also present: Superintendent K. Bodie

The meeting was called to order at 10:40 a.m.

On a **motion** by Mr. Thielman, seconded by Mr. Hayner, it was **voted** to approve the minutes of the October 6, 2016 subcommittee meeting, as amended. (3-0)

Mr. Thielman presented the 2016 district goals, and we began a discussion of how to align the district goals with the superintendent's goals.

The discussion focused on reporting outcomes on the district goals prior to the evaluation of the superintendent; forward this adjustment to the policy on district goals to the Policies and Procedures subcommittee.

Mr. Thielman noted that the report of the district goals are distinct from the evaluation of the superintendent's performance, but informs it.

On a **motion** by Mr Thielman, seconded by Mr. Hayner, it was **voted** to direct the chair of subcommittee meet to create proposed professional practice, student learning, and district improvement goals for FY17, to be adopted by the full school committee, for inclusion in the evaluation document in FY17, as well as the structure for presenting evidence required for the evaluation. (3-0)

J. Susse, K. Allison-Ampe, and L. Kardon entered the meeting at 11:00 a.m.

On a **motion** by Mr. Hayner, seconded by Mr. Thielman, it was **voted to suspend the meeting** at 11:16 a.m., with the possibility of reconvening at the conclusion of the school committee retreat. (3-0)

Meeting reconvened at 2:32.

On a motion by Mr. Thielman, seconded by Mr. Hayner, it was **voted to rescind** the earlier motion by Mr. Thielman, that directed the chair of subcommittee meet to create proposed professional practice, student learning, and district improvement goals for FY17, to be adopted by the full school committee, for inclusion in the evaluation document in FY17, as well as the structure for presenting evidence required for the evaluation. (3-0)

On a motion by Mr. Hayner, seconded by Mr. Thielman, it was **voted to adjourn** at 2:38 p.m. (3-0)




## Town of Arlington, Massachusetts

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### ACE Program at Ottoson Middle School

#### ATTACHMENTS:

Type	File Name	Description
 Reference Material	ACE.pdf	ACE Overview



# Ottoson ACE

 Search this site[Home](#)[Overview](#)[Links and Resources](#)[Math Enrichment](#)[Philosophy Enrichment](#)[Summer Programs](#)

## Overview

### Overview of Ottoson A.C.E. Program 2017-2018

The Ottoson Middle School's A.C.E. program is currently in its 37th year. A.C.E. (Academic Challenge and Enrichment) is a multiple-intelligence-based academic enrichment program. As such, it is designed to supplement, and not replace, advanced learning opportunities available within the classroom. The A.C.E. program's existence is premised on research that has established that students who are "gifted" (top 10% in one or more intelligence areas as defined by potential and identified through testing) and /or "talented" (top 10% in one or more intelligence areas as defined by performance and identified through observation) benefit from a learning environment that 1) encourages exploration of academic areas not already covered in the classroom 2) prioritizes a small- class environment (A.C.E. classes have traditionally been capped at 15 students, although in the current challenging economic environment, many classes are larger than this) where all students are encouraged to participate often and where material can be presented and discussed in depth and at a quick pace 3) supports highly-able students in situations where they are not the quickest problem-solver in the group and 4) encourages students to be "open" about their own enthusiasm for various intellectual pursuits so students can benefit from a support group of peers who also share academic interests. Ottoson A.C.E. classes are not graded (other than a "P" for "pass" or a "F" for "fail") and do not include homework.

Participation in the Ottoson A.C.E. program is voluntary, and personal motivation on the part of the enrolled students is essential to the program's success.

In 2017-2018, 6th, 7th, and 8th graders are all scheduled to attend A.C.E. every day for one term. Students are most often scheduled for A.C.E. in place of Art, Music, F.A.C.S. or a directed study. A.C.E. students do not miss Digital Media Literacy, physical education, band/orchestra/chorus, or Technology Education classes.

For 2017/18 incoming 6<sup>th</sup> graders are enrolled in A.C.E. based on 4<sup>th</sup> grade MCAS-calibrated PARCC scores of 268-280 in either (or both) Math and ELA. 7<sup>th</sup> and 8<sup>th</sup> grade A.C.E. students are enrolled based on an expressed desire to continue (having participated in A.C.E. in a previous year) or enter the program due to personal motivation along with the recommendation of their cluster teachers. Announcements are made in April of each year during homeroom inviting students who have not participated in A.C.E. during the current year but who would like to for the next year to come talk to Mrs. Duke.

## Ottoson A.C.E. Curriculum 2017-2018

### **Creative Problem Solving (Inventive Thinking):**

Students are introduced to creative problem solving in the 6<sup>th</sup> grade through an overview of seven problem-solving steps. Lessons include both pencil-and-paper problems and hands-on activities. The 7<sup>th</sup> and 8<sup>th</sup> grade units are based on the Odyssey of the Mind/Destination Imagination program. These students participate in “spontaneous” creative word association exercises and also break into groups for creative construction challenges. 7<sup>th</sup> and 8<sup>th</sup> graders conclude these units with individual, longer-term problems: the “Firemouse” for 7<sup>th</sup> graders and a challenging egg-drop/ packaging design problem for 8<sup>th</sup> graders.

### **The Art of Mathematical Thinking (Mathematical/Scientific/Logical and Visual/Spatial intelligences)**

Developing the mathematical/scientific/logical intelligence includes increasing one’s ability to use deductive or inductive reasoning to arrive at either the correct or the best solution. The Ottoson ACE program enriches students’ logical thinking skills through the 6<sup>th</sup> grade Symmetry Through Crystals unit, the 7<sup>th</sup> grade Logical Mystery Tour unit, and the 8<sup>th</sup> grade Topological Explorations unit. The 6<sup>th</sup> grade course is based on crystallography and enhances students’ abilities to recognize and create visual patterns. Students are introduced to the crystallographer’s notation system and design foam stamps to recreate eleven symmetries. The 7<sup>th</sup> grade Logical Mystery Tour unit includes a variety of verbal, mathematical and visual logic puzzles that explore both deductive and inductive logic. Activities include reading mini-mysteries as well as a Sherlock Holmes short story and solving matrix and visual logic puzzles.

The 8<sup>th</sup> grade Topology Explorations (or “rubber sheet geometry”) unit provides students with challenges that rely on their logical and visual/spatial intelligences. Students work at both paper-and-pencil and hands-on activities that explore the concepts of networking and pathways, contiguous surface areas, and the division of solid three-dimensional forms.

### **Critical Perspectives (Inter- and Intra-personal intelligences)**

The increasing pace of globalization guarantees a future that will require our students to understand the perspectives of other people and cultures and to engage in the ethical decision-making necessitated by the spread of technological expertise. In order to help prepare our gifted/talented students for these demands, we have developed a sequential course of study focusing on personal and cultural identity. The Critical Perspectives curriculum includes the 6<sup>th</sup> grade Personal Identity unit, the 7<sup>th</sup> grade Cultural Identity unit, and the 8<sup>th</sup> grade Cultural Interactions unit. The 6<sup>th</sup> grade Personal Identity unit, presented at a time when group identification is often paramount in our new middle-schoolers’ lives, provides an introduction to the field of psychology and increases each student’s ability to recognize and value individual differences. The 7<sup>th</sup> grade unit introduces the concepts of culture and cultural identity and uses videos, role-plays and current events to encourage students to differentiate between the influences of individual preference, culture, and universal human needs. The 8<sup>th</sup> grade unit focuses on the challenges of globalization and the interaction of cultures. We use commercially prepared materials, Internet websites, and readings to gain some understanding of and appreciation for the indigenous Mentawai, a people who live on Siberut Island in Indonesia. Students then work in teams to prepare for formal debates based on various practical and ethical challenges that have resulted from the increasing and inevitable exposure of this indigenous culture to the modern world.

### **Computer Programming (Mathematical/Scientific/Logical and Visual/Spatial intelligences)**

As technology continues to define the modern world, a solid understanding of computers and their capabilities is essential for navigating and contributing to the global community. All 6<sup>th</sup> grade students participate in DML as part of their regular curriculum. 7<sup>th</sup> and 8<sup>th</sup> A.C.E. students will be given time to further develop their own knowledge of computer programming through an on-line sequence prepared by Code Academy. The website includes links to more challenging sites if students are very competent in this area. The units are supported by members of the AHS math community to insure that instruction aligns with the long-term vision of computer skill development within the math department.

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Amy Duke, Ottoson ACE Coordinator/Teacher [aduke@arlington.k12.ma.us](mailto:aduke@arlington.k12.ma.us)



## Town of Arlington, Massachusetts

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### Kindergarten Teaching Assistants

#### ATTACHMENTS:

Type	File Name	Description
▢ Backup Material	Kindergarten_TAs_2017-2018.xlsx	Kindergarten TA List 2017-2018



School	K TA	Teacher	FTE	Class Size
Bishop	Hodgdon, Angela		0.5	
Bishop	Roche, Kathy		0.5	
Bishop	Wall, Jeanne		0.5	
Brackett	Harrison, Gretchen	Costello	0.5	21
Brackett	Pike, Amy	Coehlo	0.5	18
Brackett	O'Brien, Emily	Nechtem	1	19
Brackett	Susan DeVito	Perry	1	18
Dallin	Wall, Rebecca	Carta	1	25
Dallin	Wilkes, Mary Beth	Parker	1	24
Dallin	Webber, Joan	LeBlanc	0.5	24
Hardy	Dresselhaus, Carly		0.5	
Hardy	McLelland, Sue	Tieuli	1	
Hardy	Annette Donnolly	Dusombre	1	
Hardy	Will Rury		0.5	
Peirce	Knittel, Allison	Lloyd	0.5	23
Peirce	Pescatore, Lori	Houser	0.5	21
Peirce	Delaney, Kristina	Lamont	1	23
Stratton	Rabito, Carolyn		0.5	24
Stratton	Hurley, Jillian		0.5	23
Stratton	Solomon, Jennifer		1.0 (Paid Intern)	24
Thompson	Quarrell, Rachel		0.5	
Thompson	Canniff, Jillian		0.5	
Thompson	Lyte, Anna (Jie Jie)		0.5	
Thompson	Liang, Hui		1	

If 1.0, stay in K All day?

If not K all day, where are they covering in afternoon?

No She covers for a classroom TA who is a retired teacher and n  
No She spends the afternoon in SLC (K-2)

Yes

Yes

She is in K all day and will cover for Erin when she is out mentoring

She is in Kindergarten all day and will cover for Erica when she is mentoring

yes

yes

Yes

ust leave at 1:00



## **Town of Arlington, Massachusetts**

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**New Business**



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## Town of Arlington, Massachusetts

**Adjournment**



## **Town of Arlington, Massachusetts**

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**Submitted by Paul Schlichtman**